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ABSTRACT

The purpose of this study was to develop a descriptive profile of completer and non-completer reverse transfer students in Kentucky. Three major questions were investigated: (1) What are the characteristics of reverse transfer students? (2) What are the reasons and goals that motivate reverse transfers to enroll at community colleges? and (3) How do completer and non-completer students differ? The 882 (63.5% response rate) participants in this survey were drawn from a random sample of 4,863 reverse transfer students at Kentucky's 14 community colleges. The sample consisted of 734 non-completers (no baccalaureate degree) and 148 completers (earned baccalaureate degree), with a total average age of 30.7. White students were more likely than African-Americans, and married students were more likely than single students, to have earned a baccalaureate degree. Compared with completers, non-completers were younger, had fewer dependent children, enrolled for and completed more credit hours, and earned lower GPAs. Over 31% of non-completers were enrolled in pre-transfer or general studies programs, compared with 4.8% of completers. Future degree aspirations were higher among non-completers. Completers were more interested in obtaining job training while non-completers were more interested in transfer and general academic skills. Overall, reverse transfers tend to have above-average academic achievement and aspirations. Implications for research and administrative practice are discussed. Contains 26 references and 5 tables. (RDG)

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A Field Study of Completer and Non-Completer Community College Reverse Transfer Students

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Abstract

Nationally, community college students who have transferred from a 4-year college may number more than 600,000 individuals. Participants (N = 882) in this survey research were selected randomly from the population of all reverse transfers in Kentucky. The participants emerged as academic high performers focused primarily on education with immediate job utility. Implications for research and administrative practice are discussed.

A Field Study of Completer and Non-Completer Community College Reverse Transfer Students

Community college educators have been aware for more than two decades that the profile of community college students is undergoing steady and profound change. One facet of this change has been that students described as "non-traditional" comprise an ever increasing proportion of the student population. In the community college context, non-traditional students are those individuals who do not conform to the profile of the traditional eighteen year old student who enrolls full-time at a community college, completes the freshman and sophomore years, and transfers to a four-year college to earn a baccalaureate degree (Cohen & Brawer, 1996). The non-traditional student population contains many sub-groups (e.g., older students, female single-parent students), each deserving independent investigation. The focus of this research was that population of non-traditional students described in the community college literature as reverse transfer students.

Kajstura and Keim (1992) defined reverse transfer students operationally as "individuals who, prior to attending a two-year college, were last enrolled at a four-year institution" (p. 39). These same researchers described reverse transfers further as belonging to two sub-groups: "1) non-completers, who attended a four-year institution, but did not complete a degree before enrolling at a two-year college; and 2) graduates, who earned at least an undergraduate degree prior to enrolling at a two-year college" (Kajstura & Keim, 1992, p. 39). Additional research

about reverse transfers is warranted because, despite the emergence of a small body of reverse transfer literature, "reverse transfer students are a little-studied segment of the college student population [and] such students, who transfer from four-year colleges and universities to community colleges . . ., represent a large uncharted population" (Swedler, 1983, p. 131). The number of reverse transfers in the national student population is not known with precision, However, previous research (e.g., Hogan, 1986; Kajstura & Keim, 1992; Mitchell & Grafton, 1985) indicates the percentage of reverse transfers may exceed 20%. If an average percentage from the literature (12%) is applied to the population of 5.2 million students enrolled in community colleges for credit (American Association of Community Colleges, 1997), the number of reverse transfers may exceed 600,000 students.

Reverse transfer inquiry is required for two additional reasons: (a) the studies conducted since 1960 indicate that reverse transfer activity is increasing (Clark, 1960; Clark, 1982; Cohen, Palmer, & Zwemer, 1986; Brimm & Achilles, 1976; Kajstura & Keim, 1992); and (b) the changing profile of community college students impacts existing programs and policies related to such issues as student recruitment and retention, student services, and curriculum and instruction.

Finally, much previous research about reverse transfers has been limited to single institutions or to only a few institutions within a state system of community colleges. Analyses across all institutions in a state are desirable because the degree of

reverse transfer activity, as well as the characteristics of a given reverse transfer population, vary greatly by geographic region (e.g., Hogan, 1986; Klepper, 1990; Kuznik, 1974; Mitchell & Grafton, 1985; Renkiewicz, Hirsch, Drummond, & Mitchell, 1982). This study addressed a random sample of students drawn from the population of all reverse transfer students enrolled at the 14 community colleges within the University of Kentucky/Community College System.

Research Framework

The present research occurred within the framework of a specified student services model, the SPAR (Services, Programs, Advocacy, Research) Model developed by Jacoby and Girrell (1981). SPAR was designed to address the needs of special student groups composed, primarily, of commuter students. The assumption underlying the SPAR Model is that "research regarding [student] characteristics and needs is the foundation upon which services, programs and advocacy efforts are developed" (Barr, 1993, p. 476). The specific component of the SPAR Model that guided this investigation was the research component, which emphasizes field survey research as a primary vehicle for accessing information about special student groups. Consistent with the SPAR framework, one objective of the present research was to develop reliable data to guide future implementation of services, programs, and advocacy for reverse transfer students.

Problem and Research Questions

The purpose of the present investigation was to develop a descriptive profile of completer and non-completer reverse

transfer students in Kentucky using sampling and field survey methods that would permit generalization to the statewide student population. This research addressed three research questions: (a) What are the characteristics of reverse transfer students within the focal population? (b) What are the reasons and goals that motivate reverse transfer students to enroll at community colleges? and (c) How do completer and non-completer reverse transfer students differ with respect to their personal characteristics and with respect to their reasons and goals for attending a community college?

Methodology

The research design for this study was a field survey implemented according to procedures recommended by Dillman (1978) and Fowler (1988).

Research Advancements

This investigation extended previous research by implementing three methodological advancements. The first advancement was to select a random sample from the population of all reverse transfers within a statewide community college system. With few exceptions (e.g., Hogan, 1986), reverse transfer studies conducted since 1970 have been limited to the student population of a single institution (e. g., Klepper, 1990; Ross, 1982), a restricted number of institutions within a state system (e. g., Lee, 1975), or a single district within a multi-district state system (Renkiewicz et al., 1982). This research addressed randomly selected reverse transfer students attending all 14

community colleges in Kentucky (University of Kentucky Community College System, 1996).

The second advancement was to use a systematic random sampling technique. Random sampling was appropriate for the inferential statistical procedures used, and permitted generalization of study findings to the statewide student population. Many previous reverse transfer studies have failed to report the sampling procedure used, or have involved qualitative methods that do not permit generalization of findings to the student population under investigation.

The third research advancement was to conduct a power analysis to ensure adequacy of the study sample. Previous reverse transfer studies have not reported how the sample size was determined, which suggests the results of some investigations may have been flawed by commission of a type II statistical error (Cohen, 1988); that is, failing to find statistically significant results when, in fact, significance exists. If type II errors have been committed in previous reverse transfer research, these errors very likely resulted from low statistical power associated with inadequate sample sizes.

Participants and Sampling Procedures

The participants (N = 882) in this study were community college reverse transfer students identified from the population of all reverse transfer students enrolled for credit at the 14 community colleges within the University of Kentucky/Community College System (UK/CCS). The research sample included two sub-groups: non-completer reverse transfer students (n = 734) and

completer reverse transfer students (n = 148). The data source used to identify the population of Kentucky reverse transfers was a list obtained from the central office of UK/CCS.

The survey procedures had two additional research requirements: (a) a minimal required response rate, and (b) a minimal sample size to generate sufficient statistical power for the specified data analysis procedures (e. g., correlation analysis). The response rate criterion was 60%, as recommended by Babbie (1992) and Dillman (1978). The sample size was derived via: (a) a power analysis conducted according to procedures explicated by Gall, Borg and Gall (1986), and (b) an average proportion of completer reverse transfers (12%) derived from previous research (e.g., Kajstura & Keim, 1992; Renkiewicz et al., 1982).

The power analysis procedures (Gall et al., 1986) yielded required sample sizes for both the completer reverse transfer group (n = 100), and the non-completer reverse transfer group (n = 733). The power analysis specifications were: (a) power = .70, (b) alpha = .05, and (c) medium effect size (r = .06). The estimated percentage for completer reverse transfers (12%), the planned sub-sample size for completer transfers (n = 100), and the specified response rate (60%) yielded a required mailing of 1,389 survey questionnaires (100/.12/.60 = 1,389). The questionnaire was mailed to 1,389 potential respondents selected at random from the list of all reverse transfers in the focal population. Descriptive statistics for the survey respondents appear in Table 1.

Instrumentation

The survey instrument was based on a questionnaire developed by the California Association of Community Colleges' Commission (CACC) on Instruction and Research and Development. Renkiewicz et al. (1982) used the instrument first, and Klepper (1990) revised the instrument for a subsequent study. After pilot testing (explained below), a revised version of the instrument used by Klepper (1990) served as the instrument for this research. The instrument contained 54 items grouped as follows: (a) student characteristics (e.g., gender, employment status); (b) college experiences (e. g., year of enrollment); and (c) ratings for reasons (e.g., college is close to my home) and goals (e.g., prepare for career advancement) for a community college attendance. The rating items had 5-point Likert-type scales (5 being most favorable) and two scale anchors (1 = Not at all Important and 5= Extremely Important).

Pilot Study

To provide data for a test-retest reliability analysis, a pilot group (N = 35) similar to the actual study participants completed the survey instrument twice at a two-week interval. The criterion for retaining a survey item was a coefficient of stability of r = .60, the minimal reliability coefficient recommended by Nunnally and Bernstein (1994) for use in statistical analysis. The mean item coefficients of stability for the sub-sections of the survey ranged from .82 to .99. The mean coefficient of stability for all items on the instrument was .89, indicating the instrument had excellent by-item and total test-

retest reliability (Borg, Gall & Gall, 1993; Nunnally & Bernstein, 1994).

Data Analysis

The procedure used to examine associations between nominal scaled variables (e.g., reverse transfer status, gender) was chi-square analysis. The procedure used to test for significant mean differences between the completer and non-completer groups was the independent samples t-test. Pearson product-moment correlations served to assess associations between two interval scaled variables (e.g., age and credit hours completed), and point-biserial correlations served to examine relationships between a naturally dichotomous variable such as reverse transfer status (completer, non-completer) and an interval scaled variable such as participant age.

Results

A total of 882 individuals responded to the survey questionnaire yielding a response rate of 63.5%. The survey respondents included 734 non-completer transfers (83.2%) and 148 completer transfers (16.7%). These results exceeded the criteria established for this study with respect to survey response rate (60%) and minimal sample sizes for both non-completer reverse transfers (n = 733) and completer reverse transfers (n = 100). Exceeding these criteria accomplished two research goals. First, the study sample was representative of the focal student population. Second, the sample rendered sufficient statistical power for the planned analytical procedures, thus, minimizing the probability of committing a type II error.

Student Characteristics

Chi-square analysis was used to analyze the data in Table 1. There was no association between reverse transfer status (completer, non-completer) and gender (male, female): chi-square = 2.53, $p > .05$. There was a statistically significant association between reverse transfer status (completer, non-completer) and race (White, African American, Asian American, Hispanic American, Native American): chi-square = 12.75, $p < .05$. Using the Bonferroni correction (Keppel, 1991, p. 164) to control for family-wise error rate, the data for race were submitted to additional chi-square analyses. The results of these tests indicated African Americans had a significantly larger proportion of non-completer transfers (94.8%) than did Whites (82.2%): chi-square = 8.01, $p < .0125$.

Similar analyses detected an association between marital status and reverse transfer status. These analyses indicated that the proportion of non-completers among married respondents (78.4%) was significantly lower than the proportion of non-completers among single students (87.5%). Further analyses detected a significant relationship between reverse transfer status and employment status (full-time, part-time, unemployed): chi-square = 8.06, $p < .05$. Although the proportions of non-completers among full-time and part-time students were not significantly different, the proportion of non-completers among full-time employed students (20.6%) was significantly greater than the proportion of non-completers among unemployed students (12.6%).

The second step in the data analysis was to conduct independent samples t-tests to assess group (completer, non-completer) mean differences with respect to the interval scaled data reported in Table 1. Selected results for the t-tests appear in Table 2. Compared to completer reverse transfers, non-completer reverse transfers were significantly younger, had fewer dependent children, enrolled for more credit hours, completed more credit hours, and earned lower grade-point averages.

The third step in the data analysis was a correlation analysis. The computed correlation coefficients appear in Table 3. Correlations involving reverse transfer status confirmed the results of the t-tests reported above. The other correlation coefficients in Table 3 uncovered additional information about the demographic characteristics and the academic performance of students within the two reverse transfer groups.

The correlations indicated that, across both groups of reverse transfer students, as the age of the study participants increased, the number of dependent children increased slightly, credit hours enrolled decreased moderately, and GPA increased moderately. Also, as the number of participant dependent children increased, credit hours enrolled decreased moderately, while GPA increased moderately. Further, as credit hours enrolled increased, credit hours completed increased moderately, while GPA decreased moderately. And, finally, as hours completed increased, GPA decreased slightly.

College Experiences

The items on the survey relating to college experiences revealed new information about the degree completion pattern of completer reverse transfers. By definition, 100% of the completer transfers in this study had earned a baccalaureate degree. However, it is interesting to observe that, in addition to a bachelor's degree, many completer reverse transfers had earned a second college degree, such as the associate's degree (3.4%), the master's degree (23.6%), or a professional degree (2.7%). Almost 30% of the study participants had earned two college degrees prior to enrolling at a community college.

Two survey items queried the respondents regarding programs of study. In response to these items, 57.4% of the study participants indicated they were not officially admitted to a specific degree program, while 42.6% indicated they were admitted to a specific program. Among students admitted to a specific program, the highest program frequencies were: (a) general studies or academic transfer (28.4%), (b) nursing (18.5%), (c) business technology (11.8%), (d) computer information systems (9.6%), (e) engineering technology (5.9%), (f) medical or dental technology (4.5%), and (g) office administration (3.7%). There was one significant difference between the completer reverse transfers and the non-completer reverse transfers. While 31.4% of the non-completers were pursuing a program described as general studies or academic transfer, only 4.8% of the completer reverse transfers were pursuing a general studies or academic transfer program.

One survey item captured the respondents' future degree aspirations. Responses to this item were revealing relative to reverse transfer student degree plans. The degree aspirations indicated by study participants included: (a) complete a baccalaureate degree (58.6%), (b) complete an associate's degree (39.9%), (c) complete a master's degree (32.8%), (d) complete a doctoral degree (6.2%), and (e) complete a professional degree (4.6%) such as the M. D., the D. D. S. or the J. D. Future degree aspirations were highest among the non-completer reverse transfers, with 88.6% indicating a desire to complete an associate's degree and 94.8% indicating a desire to complete a bachelor's degree.

Reasons and Goals for College Attendance

The final sections of the survey contained 23 items with 5-point Likert-type scales (5 being most favorable) designed to measure participant ratings of reasons and goals for attending a community college. Analysis of these items included descriptive statistics and group comparisons (completers versus non-completers) using independent samples t-tests. The descriptive analysis for the 23 items revealed 13 items with mean scores greater than or equal to 3.5, which was the criterion adopted for classifying an item as "important" to the respondents. These items and their associated mean scores were: (a) complete an associate's degree (M = 3.58), (b) improve my GPA (M = 3.59), (c) complete courses for personal growth (M = 3.77), (d) college is close to home (M = 3.80), (e) college has a good reputation (M = 3.92), (f) courses are scheduled at convenient times (M = 3.93),

(g) college has quality instruction (M = 3.95), (h) complete courses for academic transfer (M = 3.97), (i) prepare for career advancement (M = 3.99), (j) courses are offered at convenient locations (M = 4.01), (k) learn new skills (M = 4.03), (l) upgrade skills (M = 4.06), and (m) college is low cost (M = 4.12).

Group comparison analyses for the above items uncovered significant differences between the completer and non-completer transfer groups. The group mean ratings for completer reverse transfers were higher than the group mean ratings for non-completer reverse transfers for these items: (a) obtain training for current job (t = 2.8, $p < .05$), (b) acquire skills for job change (t = 4.81, $p < .01$), (c) courses are scheduled at convenient times (t = 2.89, $p < .05$), (d) college is close to home (t = 2.4, $p < .05$), and (e) college is close to work site (t = 5.72, $p < .01$). The group mean ratings for non-completer transfers were higher than the group mean ratings for completer transfers for these items: (a) prepare for academic transfer (t = -6.1, $p < .001$), (b) increase self confidence (t = -2.7, $p < .05$), (c) improve GPA (t = -8.0, $p < .001$), (d) improve basic skills (t = -7.0, $p < .001$), (e) college has minimal admissions requirements (t = -2.2, $p < .05$), (f) college has a good reputation (t = -2.1, $p < .05$), (g) complete an associate's degree (t = -7.2, $p < .001$), and (h) complete courses for academic transfer (t = -6.7, $p < .001$),

With respect to survey items that focused on specific student goals for attending a community college, the two groups

of respondents combined rated six items as having a high degree of importance (criterion for importance = mean score of 3.5). The goals addressed by these six items, and the results for the corresponding group comparisons appear in Table 4. Predictably, results indicated non-completers gave significantly higher ratings than did completers for completing an associate's degree and completing courses for academic transfer. Surprisingly, even the completer reverse transfers had moderate interest in earning an associate's degree (mean = 2.67) and moderate interest in academic transfer (mean = 3.29).

Discussion, Implications, and Conclusion

The findings from this investigation provide a profile of reverse transfers for a statewide system. Because the study results derive from a random sample containing adequate numbers of both completer and non-completer reverse transfers, the student characteristics identified can be generalized to inform administrators and faculty for the purposes of making decisions and establishing programs and policies. The sections that follow discuss the student profile in a student services context and suggest implications for student recruitment and retention, curriculum and instruction, and future research.

Student Profile

On an overall basis, the reverse transfers examined in this study conform to a non-traditional student profile. The survey respondents (mean age = 30.7 years) were older than traditional students and had an average of one dependent child. The study participants were predominately female (66.4%) and White (88.2%).

Also, a large proportion of the participants (38.2%) were married, and 79.2% were working while attending college (47.7% full-time, 32.0% part-time). As a total group, the participants performed well academically (mean GPA = 3.24).

The above profile suggests reverse transfers would tend to use services designed for students who work (e.g., evening and weekend classes, flexible class locations) or have families (e.g., day care, family counseling). Student orientation and student information programs for reverse transfers should be structured for individuals spending only a minimal amount of time on campus. Because of their heavy off-campus involvement, reverse transfers may require more orientation about available student services than do traditional students. And, reverse transfers would benefit from comprehensive direct mail programs that inform commuter students, such as reverse transfers, about academic programs, campus resources, student organizations, and campus facilities such as parking and vehicle registration. Because reverse transfers have more family and work commitments than do traditional college students, it appears reverse transfers would be likely beneficiaries of systematic efforts by faculty and student affairs officials to provide part-time students with increased opportunities to enjoy personalized interaction with faculty and staff.

Student Recruitment and Retention

This study identified a total of 4,863 reverse transfer students, which represented 11.1% of the community college enrollment in Kentucky. At the time of this study, only two of

the 14 Kentucky community colleges had enrollments larger than the statewide reverse transfer population. These findings are consistent with the results of previous research (Kajstura & Keim, 1992; Renkiewicz et al., 1982) which indicates reverse transfers comprise an average of 12% of a statewide student population.

Such a large student group should be regarded as a significant opportunity in terms of student recruitment and retention. The data from this investigation suggest reverse transfers are a highly desirable addition to the student body with respect to academic performance. The mean GPA of participants in this research places reverse transfers well within the top half of student performance relative to GPA (University of Kentucky Community College System, 1996), with non-completers earning a mean GPA of 3.2 and completers earning a mean GPA of 3.5.

As noted earlier, the reverse transfers in this study (completers and non-completers) reported exceptionally high aspirations regarding future educational attainment. Study data indicate reverse transfers have both the desire and the ability to succeed in earning the degrees and academic credentials to which they aspire. These findings suggest increased reverse transfer enrollments are likely to affect student retention and program completion rates positively. Further, given the excellent academic performance detected among reverse transfers, it appears this student group would put minimal stress on existing academic advising resources. Thus, targeting reverse transfers for

recruitment may offer the possibility of achieving higher student enrollments and higher student retention rates with minimal increases in academic advisement costs.

Curriculum and Instruction

Study findings with respect to student reasons and goals for attending a community college appear to have positive implications for curriculum and instruction. Many of the reasons given by reverse transfers for attending a community college (e.g., low cost, location close to home, convenient course scheduling) constitute known competitive advantages for community colleges in comparison with 4-year colleges (Cohen & Brawer, 1996). Regardless of whether they are completers or non-completers, reverse transfers are highly focused on obtaining and upgrading skills that are directly related to current and future job requirements. The completer and non-completer transfers in this study rated the following survey items most favorably with respect to goals: (a) career advancement, (b) upgrade skills, and (c) learn new skills. This focus on job-related needs may be regarded as another opportunity for community colleges in that, historically, community colleges have been highly proficient at delivering education with immediate career advancement or job enrichment impact.

Further, in comparison with 4-year colleges, community colleges have various competitive advantages relative to designing and delivering education with near-term job application (Cohen & Brawer, 1996), including: (a) flexible scheduling; (b) flexible course locations (including work sites); (c) experience

in delivering custom-designed education for organizations of all types; and (d) governance structures that permit short turnaround times for curriculum changes to meet student needs.

Finally, with respect to the goals reported by reverse transfers for attending a community college, the major differences between completer and non-completer students relate to academic goals, not career goals. Not unexpectedly, non-completers give greater importance to earning an associate's degree and completing courses for academic transfer than do completer reverse transfers. In this respect, non-completers share an academic goal with traditional college students in that non-completer reverse transfers (94.8%) are focused on attaining the baccalaureate degree, which appears to be a positive finding relative to enrollments for community college general studies and academic transfer programs.

Conclusions

In the context of the SPAR Model (Jacoby & Girrell, 1981) adopted as the framework for this investigation, the study results yielded new knowledge about a special group of community college students (reverse transfers). To acquire data with maximal utility for decision making related to such issues as student services, student programs and student advocacy, the research methods specified for this study were planned as advancements over previous reverse transfer research relative to (a) reliability of measure, (b) sampling technique, and (c) statistical power. Improved methodology was a research objective in the belief that careful attention to research methods provides

community college educators with student data that possesses sufficient quality and reliability to inform decision making, program design, and policy formulation.

Finally, although much remains to be discovered about the motivations of reverse transfer students, it is hoped that the results of this study will stimulate additional inquiry about this intriguing student group, which may number more than 600,000 individuals nationally. Future research should focus on two issues: (a) generating information about additional statewide community college systems; and (b) exploring additional factors that contribute to the reverse transfer phenomenon.

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Table 1

Descriptive Statistics for Study Participants

Variable	Mean	SD	Range
NCRT			
Age	29.3	8.9	19-67
Gender	(a)	(a)	(a)
Race	(b)	(b)	(b)
Dependent Children	.6	.9	0-4
Hours Enrolled	9.0	4.3	0-19
Hours Completed	32.5	25.1	0-99
GPA	3.2	.6	1.00-4.00
CRT			
Age	37.5	12.2	20-77
Gender	(a)	(a)	(a)
Race	(b)	(b)	(b)
Dependent Children	.8	1.4	0-5
Hours Enrolled	5.4	3.7	0-15
Hours Completed	23.1	26.1	0-99
GPA	3.5	.5	1.00-4.00

Table 1 continued

Variable	Mean	SD	Range
Total			
Age	30.7	10.1	19-77
Gender	(a)	(a)	(a)
Race	(b)	(b)	(b)
Dependent Children	.6	1.0	0-5
Hours Enrolled	8.4	4.4	0-19
Hours Completed	30.1	25.6	0-99
GPA	3.2	.6	1.00-4.00

N = 882

(a) The NCRT distribution was 32.4% males and 67.6% females, and the CRT distribution was 39.2% males and 60.8% females.

(b) The NCRT distribution was 87.1% White and 12.9% Minority, and the CRT distribution was 93.2% White and 6.8% Minority.

Table 2

Group Means and Results of Independent Samples T-Tests for Student Characteristics

Variable	NCRT Mean	CRT Mean	t
Age	29.3	37.5	9.4**
Dependents	.5	.8	2.8*
Credit Hrs	9.0	5.4	-9.5**
Hrs Completed	32.5	23.1	-3.9*
GPA	3.2	3.5	5.1*

N = 882

* $p < .05$

** $p < .001$

Table 3

Correlation Matrix for Student Characteristics

Variable	1	2	3	4	5	6
1. Transfer Status	1.00					
2. Age	-.30*	1.00				
3. Dependents	-.10*	.38*	1.00			
4. Credit Hrs	.31*	-.36*	-.17*	1.00		
5. Hrs Completed	.14*	.04	.02	.20*	1.00	
6. GPA	-.18*	.27*	.17*	-.24*	-.08*	1.00

Note. Coefficients involving reverse transfer status (completer = 1, non-completer = 2) are point-biserial correlations. Other coefficients are Pearson product-moment correlations.

N = 882

* $p < .01$

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Table 4

Group Means and Results of Independent Samples T-Tests for Student Goals

Goal	NCRT Mean	CRT Mean	t
Complete Associate Degree	3.75	2.67	-7.22**
Courses for Academic Transfer	4.11	3.29	-6.73**
Courses for Personal Growth	3.76	3.79	.25
Career Advancement	3.98	4.04	.52
Upgrade Skills	4.06	4.04	-.18
Learn New Skills	4.04	4.04	.00

N = 882

** $p < .001$